

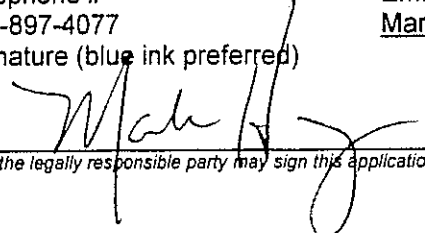
Texas Education Agency Standard Application System (SAS)

2016–2018 PreK Partnership Planning Grant				
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.			
Application deadline:	5:00 p.m. Central Time, October 25, 2016			<small>Place date stamp here.</small>
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 NOV - 8 PM</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div>
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Cypress-Fairbanks ISD	101907			
Vendor ID #	ESC Region #			DUNS #
	ESC Region IV			
Mailing address	City	State	ZIP Code	
10300 Jones Road	Houston	TX	77065	
Primary Contact				
First name	M.I.	Last name	Title	
LaTisha	K	Bard	Primary Curriculum Coordinator	
Telephone #	Email address		FAX #	
281-517-2803	Latisha.bard@cfisd.net		281-897-6445	
Secondary Contact				
First name	M.I.	Last name	Title	
Barbara		Levandoski	Director of Elementary C & I	
Telephone #	Email address		FAX #	
281-897-4143	Barbara.levandoski@cfisd.net		281-807-8639	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Mark		Henry, Ed.D.	Superintendent of Schools
Telephone #	Email address		FAX #
281-897-4077	Mark.henry@cfisd.net		281-897-4125
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

11/07/2016

701-16-109-017

Schedule #1—General Information

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds		<input type="checkbox"/>
13	Needs Assessment		<input type="checkbox"/>
14	Management Plan		<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101907

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Cypress-Fairbanks ISD (CFISD) is applying for the 2016-2018 PreK Partnership Planning Grant to obtain funding to support the planning and implementation process for developing 3- and 4-year-old prekindergarten partnerships with Texas Rising Star (TRS) 4-Star private child-care centers. This grant will enable CFISD to expand access to high quality pre-kindergarten programs for low-income families without causing the district to use its own facilities space, which is filled to capacity. This grant opportunity will also allow CFISD to leverage assets and share resources, such as staff training and professional development, while increasing the number of children receiving a high-quality program. CFISD will assist TRS 4-Star centers to gain quality staff while receiving effective curricula, instruction, assessment, professional development, instructional coaching, and family engagement support; thus helping these for-profit centers sustain and increase their businesses. By participating in the PreK Partnership, CFISD will offer new services to 3-year-old students, provide increased support to 4 year olds who are economically disadvantaged, and address the needs of students who may lack readiness for kindergarten.

Budget Development:

The proposed grant budget was determined by first completing a district-wide needs assessment. During the 2014-2015 and 2015-2016 school years, CFISD piloted a full-day Pre-K program at one campus having the following demographics.

Year	Total PreK	Hispanic		Asian		Black		White		LEP		F/R	
		#	%	#	%	#	%	#	%	#	%	#	%
2014-15	102	52	51	7	7	30	29	9	9	35	34	93	91
2015-16	89	43	48	11	12	28	31	4	4	33	37	79	89
2016-17	116	46	40	10	9	53	46	3	3	41	35	102	88

According to data from the 2016 end-of-year assessment, 98% of the students at that pilot campus met the district Pre-K end-of-year standard in Language Arts and outperformed all other Pre-K programs in the district (which are half-day). This pilot demonstrates CFISD's successful experience in increasing the quality of Pre-K programs offered to an even higher standard. The budget from this grant would provide CFISD opportunities to develop partnerships with TRS 4-Star centers, enabling replication of the elements proven effective in the pilot project. In the collaborations to be developed, teachers of 3- and 4-year-old students at the centers would receive several benefits from CFISD, including instructional coaching support, professional development opportunities, classroom materials to increase the quality of experience for the children, and pass-through funding to subsidize portions of these certified teachers' salaries.

In order to develop the grant budget, CFISD called TRS 4-Star private providers in the area to determine the level of interest, gain demographic information of students served at the centers, and determine the number of 3- and 4-year-old children that meet qualification criteria for Pre-K. Once the potential numbers of partnerships and students were determined, CFISD budgeted materials per site, teachers per site, professional development costs, and allotted for an instructional coach charged with ensuring the successful implementation of the partnership. CFISD then invited the TRS 4-Star providers to a meeting where letters of intent were signed by authorized parties.

Demographics:

The table below shows district-wide enrollment as of October, 2016. Elementary includes students through grade 5, middle schools serve grades 6-8, and the high school level includes grades 9 and up.

Level	Enrolled	Hispanic		Asian		Black		White		LEP		F/R	
		#	%	#	%	#	%	#	%	#	%	#	%
Elem.	53,861	24,808	46	5,016	9	9,154	17	12,882	24	12,660	24	28,216	52
Middle	25,922	11,608	45	2,364	9	4,467	17	6,697	26	2,256	9	12,936	50
High	35,071	15,200	43	3,271	9	6,119	17	9,541	27	1,695	5	15,801	45
Total	114,854	51,616	45	10,651	9	19,740	17	29,120	25	16,611	14	56,953	50

The group considered economically disadvantaged continues to increase over time. CFISD is attuned to the needs of these students as it implements \$19 million in Title 1 federal funding at 46 campuses. The population of English learners remains substantial. As grant goals focus on addressing these learners' needs, CFISD is well-positioned to bring about aligned instructional efforts that support student success.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Responsibilities for Needs Assessment:

The CFISD Curriculum & Instruction and Accountability Department designs the needs assessment process by continually collecting and disaggregating data from longitudinal studies of student assessments, staff input, and stakeholders in the CFISD community multiple times a year. The CFISD Curriculum & Instruction and Accountability Department provides multiple data reports to campus and district administrators to determine the efficacy of the process and, at that time, campus and district administrators may determine if and how the process needs to be updated or changed. In addition to these existing measures used throughout the district, CFISD will monitor performance of the new populations served through the grant, considering changes as data warrant.

Management Plan for Grant:

CFISD maintains a Primary Curriculum Department dedicated to curriculum, assessment, and professional development for Pre-K, Kindergarten, and 1st grade. The Coordinator for the Primary Curriculum Department will work with TRS 4-Star centers to develop and manage partnership plans, provide professional development opportunities, ascertain curriculum and assessment needs, and order supplies and materials necessary for a high quality Pre-K environment. The Primary Coordinator will also establish and maintain data records, adjusting classroom instruction and teacher training as necessary, according to the data reports. CFISD will also hire an instructional coach to implement and support the partnerships. The instructional coach will work closely with the Primary Curriculum Department to implement a high-quality Pre-K curriculum for 3- and 4-year-old learners that aligns with expectations for Kindergarten and 1st Grade in CFISD. The vertical alignment provided by the district-developed curriculum helps ensure student success as students move beyond Pre-K.

Evaluation of the Program:

The Primary Curriculum Department of CFISD will collect and maintain both quarterly and cumulative data regarding number of child care and LEA teachers receiving professional development activities along with the number of teachers and caregivers who receive technical assistance such as coaching, mentoring, or consultation during the contract. CFISD will also maintain records of the number of contractual partnerships with TRS 4-Star providers by name, and total number of children receiving Pre-K services through the partnerships. CFISD will assess all students in kindergarten and maintain kindergarten and longitudinal data from studies on CFISD students who received services through the developed partnerships. If CFISD chooses to implement SRI models, the district will maintain data on the implementation of such models. Lastly, CFISD will implement the Classroom Assessment Scoring System (CLASS) by completing certification requirements, collecting, and maintaining results from the CLASS.

Requirements—Statutory and TEA:

CFISD will adhere to all statutory requirements, including fingerprinting of any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA, as prescribed in Section 22.0834 of the Texas Education Code (TEC). CFISD will continue to observe general Agency requirements for implementation, since additional requirements are not specified for this particular grant program.

In conclusion, CFISD is committed to providing increased access to high quality pre-kindergarten programs for low-income families. By developing lasting partnerships with TRS 4-Star centers in our area, CFISD will leverage assets and share resources, such as staff training and professional development, with TRS 4-Star providers in the area while increasing the number of children receiving high-quality care. CFISD and the TRS 4-Star centers will develop a Memorandum Of Understanding (MOU) to document agreement of budgetary allocation, including the percentage of ADA funding to pass through from CFISD to the private provider. Sustainability of the project is ensured as the district commits to continue the ADA-based pass-through funding beyond the grant period, continuing to support an agreed-upon percentage of salaries for teachers serving qualifying 3- and 4-year old students at the participating private centers.

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By TEA staff person:

Schedule #6—Program Budget Summary						
County-district number or vendor ID: 101907				Amendment # (for amendments only):		
Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158						
Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.				Fund code/shared services arrangement code: 203/292		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$384,400	\$0	\$384,400	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$15,000	\$0	\$15,000	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$3,500	\$0	\$3,500	\$0
Schedule #11	Capital Outlay (6600)	6600	\$24,600	\$0	\$24,600	\$0
Total direct costs:			\$427,500	\$0	\$427,500	\$0
Percentage% <u>indirect costs</u> (see note):			N/A	\$22,500	\$22,500	\$0
Grand total of budgeted costs (add all entries in each column):			\$427,500	\$22,500	\$450,000	\$0
Shared Services Arrangement						
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0	\$0
Administrative Cost Calculation						
Enter the total grant amount requested:					\$450,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$22,500	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 101907				Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional						
1	Teacher			5	\$200,000	\$
2	Educational aide			5	\$75,000	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant			1	\$10,000	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist			1	\$8,000	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator			1	\$4,000	\$
Other Employee Positions						
15	Instructional Coach		1		\$65,000	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			\$2,500	\$
20	6119	Professional staff extra-duty pay			\$12,250	\$
21	6121	Support staff extra-duty pay			\$500	\$
22	6140	Employee benefits			\$7,150	\$
23	Subtotal substitute, extra-duty, benefits costs				\$20,900	\$
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$384,400	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 101907		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$0	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 101907		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	\$15,000	\$
Grand total:		\$15,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101907		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$2,000	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$1,500	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$3,500	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 101907

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1	Classroom Library	N/A	N/A	\$1,125	\$
66XX—Computing Devices, capitalized					
2	Technology Tools	30	\$300	\$9,000	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12	PreK Software	5	\$1,850	\$9,250	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Bookshelf	5	\$160	\$800	\$
20	Math Tubs Shelving	5	\$385	\$1,925	\$
21	Big Book Holder	5	\$200	\$1,000	\$
22	Sand and Water Table	5	\$300	\$1,500	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$24,600	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment:			227	
Category	Number	Percentage	Category	Percentage
African American	49	22%	Attendance rate	85%
Hispanic	61	27%	Annual dropout rate (Gr 9-12)	DNA%
White	97	43%	Students taking the ACT and/or SAT	DNA%
Asian	12	5%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	66	29%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	36	16%		
Disciplinary placements	DNA	DNA		

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	19	21%	No degree	64	71%
Hispanic	44	49%	Bachelor's degree	5	5%
White	24	27%	Master's degree	0	0%
Asian	1	1%	Doctorate	0	0%
1-5 years exp.	34	38%	Avg. salary, 1-5 years exp.	\$20,000	N/A
6-10 years exp.	27	30%	Avg. salary, 6-10 years exp.	\$31,000	N/A
11-20 years exp.	24	27%	Avg. salary, 11-20 years exp.	\$46,000	N/A
Over 20 years exp.	5	5%	Avg. salary, over 20 years exp.	DNA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	102														102
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	102														102

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	5														5
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	5														5

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quantitative and Qualitative

In CFISD, needs assessment encompasses both numeric and observational approaches. The district’s existing culture of data-driven decision-making will extend to the new PreK populations of students housed at private centers and benefitting from this grant funding. The area’s rich tradition of school/community partnerships will generate networking and relationship-building that will empower effective feedback and recommendations in terms of shared experiences and supportive collegiality.

Replication of Existing Success

The district’s current PreK program is a half-day offering serving 48 campuses. CFISD has abundant, reliable, longitudinal data regarding this program’s effectiveness. In addition, the district has a proven model for expanding from half-day to full-day program, which is in its third year of operation at a pilot campus (see Schedule 5). For initial implementation of the grant program, needs assessment for the new sites will consist of a replication of these efforts, differentiated to accommodate a full-day program. These added sites will not be relegated to “B-Team” status; instead, CFISD’s preferences for curriculum, materials, pedagogical strategies, and instructional coaching will be implemented. Researching residency of the students will enable administrators to determine likely elementary school assignments, thereby enabling an examination of demographic considerations and longitudinal patterns of kindergarten readiness.

New Frontiers

For CFISD, the innovative components of the grant program are two-fold: bringing private centers into alignment with district standards and serving a population of 3-year-old learners.

- Although CFISD has fine-tuned and customized its curriculum expectations for PreK, its foundation remains the *Texas Prekindergarten Guidelines*, which emphasize research-based instructional strategies that are developmentally appropriate. These standards are a precursor to the Texas Essential Knowledge and Skills (TEKS) established by the state for grades K-12. Private centers may or may not follow state standards, and part of an initial needs assessment will be to evaluate each center’s degree of alignment. Just as educators advocate differentiated instruction to meet the needs of each child, the LEA must be prepared to individualize its collaboration with each center, depending on progress needed in this regard. The program covers 10 domains: Social and Emotional Development; Language and Communication; Emergent Literacy Reading; Emergent Literacy; Writing; Mathematics; Science; Social Studies; Fine Arts; Physical Development; and Technology. Evaluating student success in these areas—along with teacher proficiency in delivering instruction for each—will drive prioritization of efforts.
- A program to serve 3-year-old students will address the same 10 domains. In its tables describing skill areas for each domain, the *Texas Prekindergarten Guidelines* document provides a column headed “By around 48 months of age” that would be considered goals for 3-year-old students. Instruction will emphasize development of vocabulary and oral language, social/emotional skills, and cognitive development. Again, measuring both student and teacher levels of success will determine prioritization for implementing grant-supported initiatives.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Prepare children to be Kindergarten-ready by expanding access to High Quality PreK for qualifying families to benefit students who are low-income, in foster care, military, and/or limited English proficient.	CFISD and private centers will be able to leverage assets with grant funding in order to offer High Quality full-day, full-year child care to qualifying families. The grant provides CFISD an opportunity to enter into Memoranda of Understanding (MOUs) with qualifying TRS-4 Star centers that set a percentage of pass-through funding to support certified teachers, professional development opportunities, and quality curriculum and standards for the qualifying private centers.
2.	Increase the number of children receiving High Quality PreK.	The grant program would provide working families access to a full-day child care center. By housing the program at private centers, CFISD will enhance options for families, which helps provide more children a High Quality experience. The grant also allows CFISD to expand access to 3-year-old children who meet criteria for PreK.
3.	Provide continuity and quality for PreK programs that support qualifying families (low-income, foster care, military, and/or limited English proficient).	CFISD and TRS-4 Star centers will leverage assets to increase Kindergarten readiness for students who are from low income families or who meet other PreK criteria. As part of the grant program, CFISD will provide curriculum and materials aligned with its own PreK program. CFISD will also include the TRS-4 Star teachers in professional development opportunities provided for all PreK teachers employed by CFISD.
4.	Share standards of quality between CFISD and TRS 4-Star private providers.	By aligning the quality curriculum, materials, and professional expectations, CFISD and private providers will work to prepare 3- and 4-year-old PreK students for success in Kindergarten. Teachers will receive additional professional development opportunities provided by CFISD and benefit from an instructional coach that will work as a liaison between CFISD and the private providers. The instructional coach will support and ensure curriculum alignment along with successful lesson delivery.
5.	Increase family engagement and parent involvement.	Partnering with TRS 4-Star providers will provide multiple opportunities for family events designed for parents of young children, especially 3 & 4 year olds. CFISD will provide designs for family engagement activities that align with district standards. CFISD will also provide materials that promote increased parent involvement and help parents understand the needs of their young children.

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Schedule #14—Management Plan

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Primary Coordinator	The Primary Coordinator will have a Master's Degree and certification. She will also be a specialist in Early Childhood with at least 5 years of teaching experience.
2.	Instructional Coaches	The Primary Instructional Coaches will work collaboratively with the Primary Coordinator and have a Bachelor's Degree, at minimum, and certification. Coaches will be specialists in Early Childhood with at least 5 years of teaching experience.
3.	Classroom Teachers	Each classroom teacher of 3 and 4 year olds at grant-supported private provider sites will have a Bachelor's Degree, a valid Texas teaching certificate, required fingerprint credentials, and experience working with young children.
4.	External Consultants	Consultants will work collaboratively with the Primary Coordinator and have a Bachelor's Degree and teaching certificate. Consultants will have experience teaching and working with young children.
5.	Administrative Assistant	An administrative assistant will have experience working with Purchasing and Finance, along with technological expertise to help support and maintain recordkeeping.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Development of Memorandum of Understanding (MOU)	1. Initial Meeting with TRS 4-Star Private Providers	11/07/2016	11/08/2016
		2. Follow-Up and Planning Meeting with Providers	11/14/2016	01/13/2017
		3. Construct MOU Documents	01/16/2017	03/01/2017
		4. Follow-Up and Planning Meeting with Providers	03/01/2017	03/31/2017
		5. MOU Final Review	04/03/2017	04/28/2017
2.	Instructional Coaching	1. Initial Meeting of Teachers and Instructional Coach	07/17/2017	08/04/2017
		2. August Staff Development	08/07/2017	08/11/2017
		3. Ongoing Weekly Instructional Support	08/14/2017	06/01/2020
		4. TRS 4-Star teacher visits to CFISD Model Teachers	09/05/2017	06/01/2020
		5. Ongoing Professional Development Opportunities	08/07/2017	06/01/2020
3.	Curriculum Development and Assessment	1. Design and/or Revise 3 Year Old PreK Curriculum	02/15/2017	06/01/2020
		2. Design and/or Revise 4 Year Old PreK Curriculum	02/15/2017	06/01/2020
		3. Curriculum Training for TRS 4-Star teachers	08/07/2017	06/01/2020
		4. Assessment Training for TRS 4-Star teachers	08/07/2017	06/01/2020
		5. Ongoing Weekly Instructional Support	08/14/2017	06/01/2020
4.	Professional Development	1. August Staff Development	08/07/2017	08/11/2017
		2. Ongoing Weekly Instructional Support	08/14/2017	06/01/2020
		3. TRS 4-Star teacher visits to CFISD Model Teachers	09/05/2017	06/01/2020
		4. Ongoing Professional Development Opportunities	08/07/2017	06/01/2020
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	CLASS and Student Progress Monitoring	1. Beginning of Year Assessment	09/05/2017	10/20/2017
		2. Middle of Year Assessment	12/04/2017	01/12/2018
		3. End of Year Assessment	04/02/2018	05/18/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Primary Curriculum Department of CFISD currently collects, disaggregates, and maintains quarterly and cumulative data for students and teachers. In addition to replicating these efforts for the grant-supported populations, CFISD will also do so for objectives aligned with the goals of the grant partnership. Student demographic, attendance, and progress monitoring data will be maintained electronically in a database along with teacher professional development hours and coaching opportunities provided by the district. Student achievement will be monitored closely so that adjustments and revisions may be made to the partnership plan and curriculum to best support student success. The Primary Curriculum Department maintains an evolving curriculum that adjusts and changes according to student need and teacher feedback. The CFISD Primary Curriculum Department will provide any adjustments to TRS 4-Star providers in order to sustain alignment of the curriculum with district standards and expectations.

As CFISD monitors goals and objectives, adjustments are made on an as needed basis. The Primary Curriculum Coordinator will meet with the TRS 4-Star providers monthly to discuss goals and objectives and make any adjustments to better support students, families, and teachers. Feedback from teachers, surveys, student data, reports from instructional coaches, and classroom observations will drive any adjustments needed and all changes will be communicated with TRS 4-Star owners/directors, staff, and families, when applicable. CFISD and the TRS 4-Star providers will communicate necessary changes in meetings and in writing.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CFISD currently employs a Primary Curriculum Department dedicated to writing curriculum, designing assessments, and providing quality professional development opportunities to PreK, Kindergarten, and 1st grade teachers. The Primary Curriculum Department is composed of a Primary Curriculum Coordinator and Instructional Coaches charged with providing teachers and administrators the most current, research-based practices in Early Childhood Education. The Primary Department currently provides instructional coaching all CFISD Early Childhood teachers along with purposeful and relevant professional development opportunities to approximately 1,400 teachers and administrators. By utilizing the current structures in CFISD, TRS 4-Star private providers may benefit from the CFISD High Quality PreK programs and supports in place. In August, 2016, teachers participated in five days of Professional Development specifically designed for Early Childhood, and additional trainings with Early Childhood specialists are offered multiple times during the school year and summer. CFISD would extend the quality, research-based professional development offerings to include teachers from the TRS 4-star centers.

One of the Instructional Coaches in the Primary Curriculum Department would spend a majority of her time supporting the partnership with TRS 4-Star Center Directors while providing coaching for the teachers at the 4-Star centers. The Instructional Coach assigned to this partnership would work closely with the Primary Coordinator to address any concerns or issues that may arise as the partnership develops and evolves.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Enrollment Numbers and Attendance Rates	1.	Number of 3- and 4-year-old PreK students enrolled at private providers.
		2.	Attendance rate for students enrolled at private providers.
		3.	Demographic Information for 3- and 4-year-old PreK students enrolled.
2.	Student Progress Monitoring	1.	Participation rate for Student Progress Monitoring. (95% goal)
		2.	Number/percentage of students meeting district standards.
		3.	Progress reporting to parents every nine weeks.
3.	Professional Development Participation	1.	Number of teachers attending professional development opportunities.
		2.	Teachers receiving a minimum of 30 hours of training per year.
		3.	Observations of teachers utilizing training in the classroom.
4.	Classroom Observations	1.	Weekly opportunities to work with Instructional Coach.
		2.	Bi-weekly observations by Director of Private Provider.
		3.	Monthly observations by Primary Curriculum Coordinator.
5.	Teacher Surveys	1.	Professional Development Survey to teachers for feedback on process.
		2.	Materials Survey to teachers for feedback on process.
		3.	Instructional Coaching Survey to teachers for feedback on process.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CFISD currently maintains assessment, attendance, and demographic data for students in PreK and will maintain data for students receiving services at the TRS 4-Star private providers. The Primary Curriculum Department at CFISD is dedicated to the alignment of curriculum and success of students in PreK, Kindergarten, and 1st grade. CFISD will utilize the existing framework of High Quality curriculum, instruction, professional development, and assessment to expand the access for PreK-qualifying families by developing the partnership with TRS 4-Star private centers. CFISD will extend the use of the data management system used in the district to include students receiving grant-supported services at the private provider, and use processes and procedures in place to collect and analyze student and teacher data.

The Primary Curriculum Department will maintain student enrollment and attendance data, student progress monitoring, and classroom observations by developing and using an electronic transmission of information between the TRS 4-Star private provider and CFISD. CFISD will also maintain sign-in sheets for teachers who attend Professional Development opportunities and maintain electronic records of hours teachers have attended for monitoring and reporting purposes. Teacher surveys will be conducted electronically and data will be charted, reviewed, and maintained for program evaluation. PreK teachers hired in the Partnership will gain access to a CFISD email account, the district report card system, and School Messenger accounts at feeder elementary campuses to help increase and sustain family engagement. The close working relationships between the Primary Curriculum Department, CFISD Technology and Information Services Departments, and the TRS 4-Star provider will be key in identifying and correcting issues with project delivery.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 101907		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don’t require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members’ diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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